



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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the hedges (delicatest of coloured blossoms), horse chestnut, in the woods the bird cherry, the oaks, the dewberry in the hedgerows, the holly, buckthorn, spindle tree in the hedges (with its simple but interesting green flowers, undergoing the actual transition from the *monœcious* to the *diœcious* state), the elder tree (about which so many semi-religious traditions cluster in all countries)—are all in full flower.

In the fields and meadows, the hedgerows, the woods and copses, and on the heaths and commons, flowers are literally "upspringing day and night." The broom is gloriously blossoming. Goats' beard, wild garlic in the damp meadows, champions, sow thistle, blue and white (and, perhaps, pink) milkworts in the tall grass, sweet woodruff at the base of the damp hedges, marsh valerian (male and female flowers quite different in aspect) in boggy places, field madder (with its small, pale, four-petalled blossoms) in the fallow fields, purging or mountain flax on the hill sides, where also the yellow violets are growing, fumitory in the cornfields, shining crane's bill and herb Robert in the hedgerows, with the canary-coloured mouse-eared hawkweed hard by, lady's mantle in the hilly pastures (whose delicately-cut leaf deserves its name), meadow orchids thronging the meadows (the tall purples of Shakspeare), lousewort in marshes, gromwell in waste places, earth nuts in damp fields, ragged robin and yellow rattle in the meadows, lilies-of-the-valley (but growing in woods and not valleys), forget-me-nots by streams and brooks, where also the rich, blue-flowered brook lime is blossoming, crowds of the magnificent ox-eyes daisies in the hay meadows, the lovely bogbean in the places indicated by the familiar name, the red sorrel tinging the tall growing grass with rich colour, the yellow meadow vetchling, birds' foot trefoil, rock rose (on limestone or chalk), tway blade orchids in damp spots, quaking grass in the pastures, yellow pimpernel in the woods, bistort (cooked and eaten as a spinach in Lancashire, Cheshire, and Yorkshire) in damp meadows, dwarf mallow in waste places (notice the parasitic fingers on its leaves), hound's tongue, yellow cow-wheat, butterfly orchis, gout weed, fever-few, hedge bind weed, and a host of others, and, perhaps, rarer kinds, all are celebrating the "loves of the plants," flowering, and seeding, and dying—one generation succeeding another, but each helping to clothe the earth with its annual wedding garment.

ART CLUB.

This Club is open to any readers of the *Review*, either lady or gentleman. The terms are 6s. for six months. All work marked for exhibition is criticised by Mr. David Murray, A.R.A., on the yearly "Pupils' Show Day," in Miss Stewart Wood's studio, Vine Court Studio, Holland Street, Kensington. All particulars of the Club can be obtained from Miss A. Y. Davidson, Secretary, 41, Bessborough Gardens, London, S.W.

MAY TO NOVEMBER, 1902.

Subjects for May.

I.—*Bluebells*. In many places it is not too late to find a carpet of bluebells during the early weeks of May. The scheme of colour must necessarily be a light and delicate one. The foliage is still sparse and of a pale yellow green. The blue flowers seem to bring heaven to earth, when they repeat the blue of the sky above.

II.—A drawing done in water-colour on brown paper, or in pastel, of one or more apple trees. This may be made very effective in outline, only great care must be taken to give the exact shape of the delicate branches, which may be painted a soft greyish brown. Some of the delicate greens of spring grass beneath the trees will make a pleasing harmony.

Miss Stewart Wood "At Home" to members of the Art Club and their Friends, on Friday, May 9th, 1.30 to 3 o'clock, at her Studio, Vine Court, Holland Street, close to St. Mary Abbots, Kensington.

OUR WORK.

Parents' Review—We have from time to time been requested to reprint occasionally some of the very valuable papers which are buried in the early numbers of the *Parents' Review*. We propose to do so now and then, and such articles will be marked by a dagger after the title.

House of Education.—Ladies who wish for Probationers in the summer should write at once to the Secretary, House of Education, Ambleside. Ladies who wish to be admitted at Christmas should not delay their applications.

EXAMINER'S REPORT ON THE NATURE NOTE BOOKS

A change has been made this winter by sending me the whole of the Students' Nature Work for the year, instead of only one book from each student. I have thus received 19 books from 10 students, which I place as under.

- Class I.—1, H. M. Lake; 2, J. W. Devonshire; 3, S. Hirtzel.
 Class II.—4, C. A. P. Tillman; 5, A. M. Cowdrey; 6, H. G. Russell;
 7, M. C. H. Noble; 8, R. M. Williams.
 Class III.—9, E. Thomasset; 10, E. H. Laurence.

Miss Lake gains her position by her large amount of very good drawing, and the Notes—both Nature and Lecture—of the whole of the first class are very good and sound. In the second class there are some very good original notes. Miss Tillman has an amusing account of a heron mobbed by rooks, and Miss Cowdrey an excellent observation (illustrated) of nestling spiders.

In taking leave of the Ambleside Nature Note Books, I am glad to refer to the great success which has rewarded Miss Hodgson's teaching, and which is clearly shown by the steady advance that I have found from year to year in the average style, copiousness and correctness of the Nature Notes.

The Nature Notes, with illustrations, must always depend a good deal on the artistic talent and quickness of observation possessed by the individual students of each year and there is some very good drawing as well as observation this year.

I hope Miss Hodgson's successor, though it would be hardly possible to surpass her devotedness, may be able to equal her success.

(Signed) H. D. GELDART.

6th March, 1902.

Miss Hodgson's resignation, after nine years of devoted and brilliantly successful work, is a calamity to the House of Education. She will always have the satisfaction of feeling that she has given direction and impetus to our work on two lines—Handicrafts and Nature Lore—of which I believe we shall always feel the benefit. We lose Miss Hodgson's unique power, but we have been fired by her enthusiasm, and Miss C. F. Barnett, her successor, was once among her pupils, and brings some other advantages to the College. Our loss may, we believe, be a gain to the cause of education in another field.

We must also record our gratitude to Mr. H. D. Geldart for the noble service he has done for us for the last eight years as Reader of the Students' Nature Note Books. His criticisms have been a great stimulus to our work and his kind readiness to correspond with ex-students on Natural History questions has been a great benefit. We grieve that a failure in health makes it necessary for Mr. Geldart to give up this and other work.

C. M. MASON, *Principal*.

P.N.E.U. Literary Society.—Subject for May:—Chaucer's *Canterbury Tales*.

P.N.E.U. Translation Society.—Selection from Victor Hugo's *Odes and Ballades*.

C. AGNES ROOPER, *Hon. Sec.*,

Pen Selwood, Gervis Road, Bournemouth,
From whom all particulars may be obtained.

BOOKS.

Thoughts on Education, by Mandel Creighton, D.D. (Longmans, 5/- net). Dr. Creighton's *Thoughts on Education* is a possession. They do not, as Mrs. Creighton remarks in her preface, propose any system of education; indeed systems failed to interest him; he was too true an educator to care for anything but the practice and principles of education. These papers have been gathered under difficulties. Many of them exist only in newspaper reports, but, such as they are, they embody the insight of the historical mind, the enthusiasm of the educator and the serious fervour of the Christian Bishop. They deal with such questions as *The Child and the Education Question*, *Examinations*, *The Training of the Schoolboy*, *The Art of Teaching*, *The Hope of the Teacher*, *The Use of Books*;—in fact these thirty papers cover a wide field of thought and touch upon questions that exercise most of us. It is not too much to say that in each paper there are sentences of epigrammatic force and terseness which present the subject in a new aspect and leave nothing more to be said. From the inspiring address to Sunday School teachers on *The Hope of the Teacher* we get "That our daughters may be as corner stones polished—there is no picture here of useless grace; quiet solidity of character receives its due adornment, and while it supports the fabric gladdens the passer-by." And this from *Apollo*: *A Model for Sunday School Teachers*:—"You must try and make them feel that Christ is knocking at the door of each of their little hearts, and you must realise with reverent awe that it is your work to help the little trembling fingers to undo the bolt and lift the latch to admit that gracious and majestic visitant." We must add two or three sentences from *The Art of Teaching* (which will commend themselves especially to members of the P.N.E.U.):—"As regards teaching itself, however, I believe it to be an incommunicable art, a gift which may best be defined as the power of showing others some reason why they should learn. . . . That is just what the good teacher does; he brings knowledge and his pupil into a vital relationship; and the object of teaching is to establish that relationship on an intelligible basis. . . . The acceptance of knowledge is an internal process which no external process can achieve. . . . A child is much more idealistic than a grown-up person and readily responds to an ideal impulse. . . . Remember that memory is a power which does not need to be especially developed. It is the most worthless of our mental powers, and a true teacher should always try and prevent his pupils from relying on it." This volume comes to us as a welcome memorial of the late Bishop of London.

Pastor Agnorum: A Schoolmaster's Afterthoughts, by J. Huntley Skrine, Warden of Glenalmond (Longmans, 5/- net). We have in *Pastor Agnorum* another very delightful and stimulating book about education; not a number of collected papers this time but a carefully ordered work. It is addressed to schoolmasters, Headmasters for the most part, by no means an easy class to approach from the rostrum; but Mr. Skrine writes with so scholarly an ease and grace, sprinkles his matter so cunningly with the Attic salt of his wit, that we venture to predict that even his hard